

Raymond School District #14

Bylaws & Policies

3220 - STAFF EVALUATION

The Board of Education is responsible for the employment and discharge of all personnel. To carry out this responsibility, it delegates to the District Administrator the function of establishing and implementing a program of personnel assessment.

It is the purpose of the program of staff assessment to:

- A. strive for the improvement of the total District program;
- B. stress the importance of personal improvement on the part of individual professional staff members so that each student may be provided a quality education;
- C. ensure the continuous improvement of administrative and supervisory services provided professional staff members;
- D. establish a process of continuous and systematic professional staff member evaluation.

The staff evaluation program shall aim at the early identification of specific areas in which the individual professional staff member needs help so that appropriate assistance may be provided or arranged for. A supervisor offering suggestions for improvement to a professional staff member shall not release that professional staff member from the responsibility to improve. If a professional staff member, after receiving a reasonable degree of assistance, fails to perform his/her assigned responsibilities in a satisfactory manner, dismissal, or non-renewal procedures may be invoked. In such an instance, all relevant evaluation documents may be used in the proceedings.

Evaluations shall be conducted of each professional staff member consistent with the terms of a negotiated agreement or contract, applicable State statutes, and the District Administrator's guidelines. A professional staff member shall be given a copy of any documents relating to his/her performance which are to be placed in the personnel file.

This policy shall not deprive a professional staff member of any rights provided by contractual agreement or State law.

P.I. 8.01(2q), Wis. Adm. Code

Raymond School District #14 Administrative Guidelines

3220A - EVALUATION OF STAFF

Evaluations of the professional staff members shall, when applicable, comply with provisions of a negotiated, collectively-bargained, agreement. In addition to whatever procedures in the negotiated agreement are relevant, the following guidelines are applicable for evaluating teacher performance:

- A. All tenured teachers shall be evaluated at least once every two (2) years in accordance with the negotiated agreement. Those who receive a less than satisfactory evaluation shall be provided an Individualized Development Plan (IDP) as described in AG 3221.

All probationary teachers shall be provided a year-end performance evaluation which will consist of at least two (2) classroom observations. The evaluation is to be based on the teacher's proficiency in each of the categories described in his/her IDP. Failure by the District Administrator to provide such an evaluation will result in the teacher's performance being considered satisfactory for that year.
- B. Job objectives are clearly stated, are complete and accurate in content, are agreed upon by the evaluator and evaluatee, and are divided into the following categories:
 - 1. expected/desired results (what is to be accomplished)
 - 2. expected/desired actions (how something is to be done)
 - 3. expected/desired attitudes (willingness to act in a particular manner)
- C. Data on results, performance, and attitudes, as defined in the IDP, are **complete, accurate, relevant, and clearly-described**.
- D. Factors hindering achievement of job objectives are clearly-defined and agreed upon by the evaluator and evaluatee.
- E. Evaluation procedures are established and mutually agreed-upon, and which ensure that the same process is used for similar positions and the confidentiality of the staff member is protected.

STRATEGY FOR EVALUATION

The following guidelines should be followed when designing an evaluation plan. (See AG 2605 for steps of the strategy and additional guidelines.)

- A. **Relevant Terms**
 - 1. measurement - determination of the current result and/or performance
 - 2. assessment - comparison of the current result/performance with a desired and/or minimally acceptable level of quality
 - 3. observation - measurement and/or assessment while one or more aspects of the expected result is being produced or created (performance)
 - 4. evaluation - value judgement about the result/performance based on the assessment
- B. **Intended Outcome of the Evaluation Plan**
The procedure should produce conclusions that:
 - 1. include those characteristics of a result and/or performance that meet or exceed described standards;
 - 2. include those characteristics that fall below such standards;
 - 3. are **complete** (no missing elements), **accurate** (no factual errors or unsupported inferences), and **clear** (understandable by all relevant parties);

4. indicate priorities for closing important gaps between current results/performance and expected results/performance;
5. provide a judgement about the value or worth of the result and/or performance.

Raymond School District #14

Administrative Guidelines

2605 - EVALUATION OF PROGRAM

PURPOSE

Evaluation is essential to achieve adequately a desired learning goal. Staff needs to be able to monitor a given situation in such a way that the District or a school has appropriate data about the current status on which to base decisions and actions. If the assessment is inadequate (for one of several reasons), it could lead to inappropriate actions and ultimately to lack of accomplishment of District goals and staff responsibilities.

Sequence of Tasks in Program Evaluation

Task 1 Clarify the goals and elements of the program to be evaluated.

Task 2 Describe program goals and elements as they **should** be.

Task 3 Determine the procedures for gathering needed information about current status of program outcomes and elements.

Task 4 Gather the data.

Task 5 Verify the accuracy and sufficiency of the data.

Task 6 **Assess** the programs by:

1. comparing the data (Task 4) with the standards (Task 2) to determine strengths and weaknesses;
2. determining relative significance of both strengths and weaknesses.

Task 7 **Evaluate** the program by judging its value or worth based on the assessment (Task 6).

PROGRAM EVALUATION CHECKLIST

When conducting an evaluation of a District program, use some or all of the following questions to 1.) determine **what** is to be evaluated (Task 1),
2.) determine standards (Task 2), and then 3.) obtain evidence about its effectiveness (Task 3):

A. RESULTS

1. How proficiently are the participating students learning to perform the tasks in each component of the program?
2. How well are the participating students achieving each of the parts of the INTENDED LEARNING OUTCOME as demonstrated by their performance on the APPLICATION OF LEARNING TASKS?
3. What specific secondary gains (additional benefits) are being realized for the participating students? for other students? for teachers? for the school/district? etc.
4. What specific side effects (negative consequences) are realized for the participating students? for other students? for teachers? for the school/district? etc.
5. How well does the program comply with local, state, and Federal regulations, guidelines, policies, constraints,

etc.?

B. ATTITUDES

1. To what extent do those who are directly involved in the program think it is a good program and want to continue being involved in it?
2. To what extent do those not directly involved in the program think it is a good program and should be continued?

C. PROGRAM OPERATION

1. How well do the needs assessment procedures work to efficiently identify the students who should be involved in the program?
2. How well is the **organization** and the **scheduling** of the program working to provide the participating students the opportunity to achieve program goals and meet other needs without inhibiting other students from achieving their learning goals and objectives?
3. How well is the staff able to fulfill the roles and responsibilities needed to develop and implement the program?
4. How well are the program-planning procedures working to create a plan for learning that will achieve the Intended Learning Outcomes of the program?
5. How effective are the **instructional procedures** being used working to implement the curriculum and to facilitate the students' achievement of the program goals?
6. How adequate and appropriate are the **facilities** being used to implement the program effectively?
7. How adequate, appropriate, and available are the **instructional resources** needed to implement the program effectively?
8. How well is the information about the program and its participating students being **communicated** to those who need, want, and/or should have the information?

Criteria and standards for each selected program result and/or elements need to be decided, based on a determination of the amount and quality of those characteristics that either are essential for the program to be effective or are needed to satisfy people in the particular situation.

ESTABLISHING CRITERIA AND STANDARDS

The following are suggested procedures for establishing a set of criteria and standards for evaluating any District learning program.

- A. Using the Program Evaluation Checklist above, identify the results and elements of the program which are of particular interest or concern.
- B. Arrange the results and the elements in terms of relative importance and/or assign a weight to each.
- C. For each element, identify CRITERIA by which that result or element should be assessed and evaluated.
(Criteria deal with **qualities** or **characteristics**, e.g. number of, adequacy of, etc. while standards indicate **how much** (many) **is acceptable**. For example, asking, "To what extent do those who are directly involved in the program think it is a good program and want to continue being involved in it?" would be a question related to the CRITERION of **acceptability** of the program. The STANDARD would be how many or what percentage of those in the program would have to want to continue in order for the **acceptability** or **attitude toward the program** to be "excellent", "good", or "poor".)
- D. For each CRITERION, decide the STANDARDS for determining what number or level or degree will be used for the MALQ (Minimum Acceptable Level of Quality), generally judged as "poor but acceptable", and what will be the DLQ (Desired Level of Quality), generally judged to be "excellent". Anything in-between can be rated by such terms as "fair", "good", "above-average" etc.
- E. For each CRITERION, develop a rating scale or some way of assigning a numerical value to varying degrees of that quality based on evidence or on opinion supported by evidence.

For examples of rating systems with criteria/standards, refer to AG [2252](#), Step Four and AG 2521, Section E.

EVALUATION GUIDELINES

Evaluation is a **judgment** about how "good" something is based on how well it meets particular **standards**.

If plans for evaluating a program are made **when the program is planned**, the task of evaluating is made considerably easier than if the evaluation plan is not developed about until **after** the program has been planned and/or implemented.

The following are some suggested guidelines regarding evaluation:

- A. Decide, well in advance of any reporting, **what** will be evaluated, **who** will be asked to evaluate, **when** the program will be evaluated, and on what **basis**.
- B. Be sure that everyone involved in the evaluation is clear about the criteria and standards and what will be considered **evidence** on which to base a rating on each criterion.
- C. Devise checklists, forms, etc. which make it **easy** for people to keep track of data related to each criterion.
- D. Do not formally assess and evaluate a program until there is **evidence of results**. In a learning program, nothing else - attitudes, teaching procedures, etc. - should be judged except in terms of how each helps to produce the learning results. Also, do not keep changing the program until there is evidence of results. Let the program produce results and then assess them and key program elements. After the assessment/evaluation is completed, changes can be made to:
 - 1. maintain and/or improve learning outcomes and other results;
 - 2. improve elements of the program;
 - 3. maintain/increase secondary gains;
 - 4. decrease or eliminate side-effects.